

Thursby School EYFS Long Term Progression of Skills 2026-27

Nursery Long-Term Progression (3-4 Years)

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>		
Topic/Focus	<u>Aut1: We are a community</u> <u>Aut2: We are Storytellers</u>	<u>Spr1: We are Observers</u> <u>Spr2: We are Investigators</u>	<u>Sum1: We are Explorers</u> <u>Sum2: We are Adventurers</u>	<u>Birth to 5 link</u>	<u>ELG link</u>
Area of Learning: Communication & Language	Listen to stories, begin to build vocab linked to topics and routines.	Use simple 3-4 word sentences, answer simple questions, listen to stories, songs and rhymes.	Begin to hold longer conversations and build longer sentences, listen to longer stories, understand simple questions.	Range 5 (3-4yrs): Enjoy longer stories, understand questions, use longer sentences.	Listening, Attention & Understanding; Speaking
Area of Learning: PSED	Separate from main care givers, settle in to the setting, learn new routines and expectations. Develop relationships with adults and peers.	Manage feelings with adult support, learning to share and take turns with peers. Show increasing independence in self-care.	Increasing independence in play and learning. Awareness of behaviour choices and understanding of rules and boundaries. Being to work in small groups.	Range 5 (3-4yrs): Increasing independence and confidence. Reception: Manage needs, emotions and relationships.	Self-Regulation; Managing Self; Building Relationships
Area of Learning: Physical Development (Fine Motor)	Strengthen hand muscles through malleable play, threading and mark making.	Develop hand muscles to support controlled movements – up and down, large circles. Mark making & malleable play.	Increasing controlled movements with mark making tools, attempts to trace and copy own name.	Range 5 (3-4yrs): Develop movement and manipulation skills. Reception: Refine coordination and handwriting readiness.	Gross Motor Skills; Fine Motor Skills
Area of Learning: Physical Development (Gross Motor)	Develop balance, coordination and core strength through climbing, running and outdoor play.	Increased development of balance and coordination using large movements for negotiating spaces- skip, hop, climb.	Improved balance, coordination and control. Developing spatial awareness.		
Area of Learning: Literacy - Reading	Develop a love of stories. Begin to recognise familiar print in the environment.	Engage with stories. Recognise own name. Hold books, turn pages, understand that print carries meaning.	Engagement with stories – using repeated phrases, joining in with retelling stories, use story language in play.	Range 5 (3-4yrs): Enjoy books and marks. Reception: Apply phonics to reading and writing.	Comprehension; Word Reading; Writing
Area of Learning: Literacy - Writing	Develop an interest in mark making. Introduce effective pencil grip. Begin to give meaning to the marks they make.	Make meaningful marks and talk about the marks they make. Develop controlled movements – large circles and lines.	Increased control of mark making tools. Developing name writing – trace, copy, independent.		
Area of Learning: Mathematics	Compare groups of items using everyday language. Explore touch counting. Join in with number rhymes and songs.	Develop touch counting objects 1-5. Say number names in order when counting aloud. Explore simple shapes.	Increased development in touch counting objects. Begin to explore patterns.	Range 5 (3-4yrs): Count and compare. Reception: Secure number sense to 10 and pattern recognition.	Number; Numerical Patterns
Area of Learning: Understanding the World	Build relationships within the class and school setting. Talk about family and those close to them.	Talk about celebrations and traditions linked to own experiences.	Notice and talk about seasonal changes. Explore nature and local environment.	Range 5 (3-4yrs): Explore family and environment. Reception: Explain observations and changes.	Past & Present; People, Culture & Communities; The Natural World
Area of Learning: Expressive Arts & Design	Explore materials. Join in with songs and rhymes.	Begin to use a range of materials – collage, paint and junk modelling. Join in with imaginative play.	Begin to talk about the things they have made and how they made it. Imaginative play – become a character, construct in small world.	Range 5 (3-4yrs): Explore media and role play. Reception: Create with purpose and perform.	Creating with Materials; Being Imaginative & Expressive

Assessment Checkpoints: Autumn, Spring and Summer (Beginning, Developing, Secure). Characteristics of Effective Learning to be observed throughout.

Reception Long-Term Progression (Towards ELGs)

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>		
Topic/focus	<u>Aut1: We are a community</u> <u>Aut2: We are Storytellers</u>	<u>Spr1: We are Observers</u> <u>Spr2: We are Investigators</u>	<u>Sum1: We are Explorers</u> <u>Sum2: We are Adventurers</u>	<u>Birth to 5 link</u>	<u>ELG Link</u>
Communication & Language	Reception focus: Listen to stories and routines. Begin to talk about feeling and express thoughts and ideas.	Reception focus: Retell stories, answer questions and share ideas using well structured sentences. Develop explanation skills – linking to actions.	Reception focus: Explain ideas, sustain conversations, use talk to organise thinking and problem solve. Retell stories in detail, use storytelling language and become familiar with story structures.	Range 6 (4-5yrs): Enjoy longer stories, understand questions, use longer sentences. Learn and use new vocabulary, engage in story discussions.	Listening, Attention & Understanding; Speaking
PSED	Reception focus: Settle, share, routines, build relationships and confidence in and around school.	Reception focus: Resilience/perseverance ‘having a go’. Understanding feelings and emotions – recognise own feelings and begin to consider the feelings of others.	Reception focus: Independence – managing self-care – toileting, hand washing and understanding healthy choices. Transition – preparing for moving to Yr1.	Range 6 (4-5yrs): Increasing/developing independence and confidence, manage needs, emotions and relationships.	Self-Regulation; Managing Self; Building Relationships
Physical Development (Fine Motor)	Reception focus: finger strength – developing fine motor control when using small tools – knives, forks, scissors and writing tools.	Reception focus: secure control of writing implements using an effective pencil grip.	Reception focus: Secure pencil grip and control forming letters correctly.	Range 6 (4-5yrs): developing movement and manipulation skills, refine coordination and handwriting readiness.	Gross Motor Skills; Fine Motor Skills
Physical Development (Gross Motor)	Reception focus: developing strength, balance and coordination – running, climbing, throwing and catching.	Reception focus: developing spatial awareness when running, jumping, climbing and using bikes and scooters.	Reception focus: developing precision skills – throwing and catching, moving to music and stamina		
Literacy - Reading	Reception focus: Phase 2 phonics – begin to recognise and link letters to sounds. Identify initial sounds in words.	Reception focus: Phase 2 and 3 phonics - segment and blend sounds to read simple words, read simple captions.	Reception focus: Phonics – secure Phase 3 knowledge. Developing Phase 4 knowledge. Applying phonic knowledge to segment and blend words.	Range 6 (4-5yrs): Enjoy books and marks. Reception: Apply phonics to read and write.	Comprehension; Word Reading; Writing
Literacy - Writing	Reception focus: Understanding use of an effective pencil grip, forming letters in own name.	Reception focus: forming letters, writing simple CVC words and attempting short captions and sentences.	Reception focus: form letters correctly, write simple sentences.		
Mathematics	Reception focus: Counting aloud to 10 and beyond. Touch count objects to 10. Begin to recognise numerals up to 10.	Reception focus: compose to 10, understand the value of numbers and how they are made up, recognise and manipulate 2D shapes, explore repeating patterns and length, weight and capacity.	Reception focus: Secure knowledge of numbers to 10 – composing. Count aloud to 20 and beyond. Recognise number patterns and recall number bonds to 10.	Range 6 (4-5yrs): Count and compare. Secure number sense to 10 and pattern recognition.	Number; Numerical Patterns
Understanding the World	Reception focus: Talk about family and community. Use senses to explore the outdoor environment.	Reception focus: Compare places and traditions – environments and religions/celebrations. Recognise differences.	Reception focus: Notice and talk about changes. Explore the wider world and compare with local area/environment.	Range 6 (4-5yrs): Explore family and environment. Explain observations and changes.	Past & Present; People, Culture & Communities; The Natural World
Expressive Arts & Design	Reception focus: Explore materials. Begin to express ideas.	Reception focus: Purposeful creation – talk about what and how they are going to create.	Reception focus: Create and perform – retelling stories, singing and dance.	Range 6 (4-5yrs): Explore media and role play. Create with purpose and perform.	Creating with Materials; Being Imaginative & Expressive

Assessment Checkpoints: Autumn, Spring and Summer (Beginning, Developing, Secure). Characteristics of Effective Learning to be observed throughout.